

ACAD 115: Strategies for Academic Recovery

Course Description

This course assists students with developing the behaviors and skills necessary for restoring scholastic standing and achieving academic self-confidence. Students will learn and apply appropriate study and time management strategies, identify personal barriers to academic success and develop strategies to overcome them, initiate a personal development plan, and engage with university services, as needed. Prerequisite: GPA under 2.25 or consent of the instructor.

Objectives

Strategies for Academic Recovery will focus on promoting your ability in four categories that are essential to becoming a successful student: motivation, self-management, study behaviors and strategies, and engagement with university support networks. Specific student objectives include:

- To identify and overcome personal barriers to success
- To demonstrate increased ability to study and learn efficiently from both lectures and textbooks
- To discriminate between which study strategies should be employed to achieve varied learning outcomes
- To demonstrate a stronger process of metacognition that will enhance the ability to know the breadth and depth of study necessary for academic achievement
- To identify effective time management principles and techniques to overcome procrastination, and to demonstrate the ability to apply these principles personally
- To set and monitor effective goals
- To demonstrate behaviors of interdependence, adaptation, self-monitoring, and personal accountability
- To demonstrate a deeper understanding of the university system and how to navigate its resources

Materials

Text: Downing, Skip. *On Course, Study Skills Plus Edition**. Wadsworth Cengage, 2012. *Bundled with the CSFI, College Success Factor Index

Also required: A personal planner, notebook or binder, and folder

Grades

- **Attendance and participation** (approximately 15% of grade) All students are expected to participate in class by demonstrating engagement in discussion and activities, and attentiveness to lecture. This includes bringing all course materials to each class. Students who persist in lethargic, inattentive, or inappropriate behavior (examples include texting and sleeping) may lose a portion of their daily participation points.

- **Assignments** (approximately 35% of grade)

With each unit you will have out-of-class assignments that require you to apply course concepts. Additionally, you will take both the pre- and post-tests of the College Success Factor Index, and complete several reflective assignments. Finally, you will be meeting at least 3 times individually with the instructor through the semester. **Late work** is discouraged and accepted at the instructor's discretion. Generally, there is a 2-point penalty per school day for late assignments. Assignments will not be accepted more than three school days late.

- **Tests and final exam** (approximately 30% of grade)

Test 1	date
Test 2	date
Cumulative Final Exam	date

- **Final project** (approximately 20% of grade)

The grading scale is as follows:

A:	93% to 100%	C:	73% to 76%
A-:	90% to 92%	C-:	70% to 72%
B+:	87% to 89%	D+:	67%-69%
B:	83% to 86%	D:	63% to 66%
B-:	80% to 82%	D-:	60% to 62%
C+:	77% to 79%	F:	59% and below

Class Schedule

This schedule is subject to change. Changes will be announced in class and posted on D2L.

Week/Date	Topic(s)	Reading(s)
1	Day 1	Introduction – What is <i>On Course</i> ?
	Day 2	Personal Responsibility : Victim vs. Creator
	Day 3	Motivation
2	Day 4	Motivation/Why am I here
	Day 5	Goal Setting
	Day 6	Metacognition
3	Day 7	Group work -- Transitions
	Day 8	Self Management/Time Management
	Day 9	Self Management/Time Management
4	Day 10	Group work -- Relationships
	Day 11	Money Management
	Day 12	Connecting to Campus

5	Day 13	Active Learning/Learning Style	Ch. 1 pp. 12-17; Ch. 7 pp. 268-276
	Day 14	Test 1	
	Day 15	Active Listening/Note Taking	Ch. 3 pp. 107 – 126; Ch. 5 pp.191-193
6	Day 16	Advising	Guest Speakers
	Day 17	Organization/Test Preparation	Ch. 4 pp. 158-178; Ch. 5 pp.205 – 218
	Day 18	Organization/Test Preparation	Ch. 4 pp. 158-178; Ch. 5 pp.205 – 218
7	Day 19	Group work – Majors/Careers	
	Day 20	Test Taking	Ch 6 pp. 246 – 266
	Day 21	<i>Support for Success</i> Project	Posted on D2L
8	Day 22	Midterm check/Catch up	
	Day 23	Textbook Reading	Ch. 2 pp. 57-76
9	Day 24	Test 2	
	Day 25	Figuring out your support Network Staying On Course to Your Success	Ch. 5 pp.181 - 190 Ch. 9 pp. 350 – 355
10	Day 26	Making Course Connections Culminating Activities Completing <i>Support for Success</i> Project	Ch. 7 pp. 281-294 Ch. 6 pp. 220-233
	Day 27	Cumulative Final Exam	
11-14		The <i>Support for Success</i> Project will be due to your instructor during your third and final meeting.	TBD

UW Oshkosh conducts an Early Alert program for all 14-week undergraduate courses to provide students with performance feedback early in the term so that appropriate action can be taken if needed. You will receive an e-mail from Academic Advising with the subject Early Grade Report on _____. Please read the e-mail carefully and see me if your grade is lower than a C and/or you have not attended class regularly.

Academic Integrity: The Wisconsin Administrative Code states: “Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others academic endeavors.” (§ UWS 14.01) Plagiarism and other forms of academic misconduct are serious offenses with severe penalties. While students are encouraged to work together, it is expected that each student will turn in their own work.

There will be no extra credit in this class. Should you have any questions regarding your grade at any point during the semester, please see your instructor.